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17. ABSTRACT (MAX. 250 WORDS) Summaries of programs designed to improve the education of the culturally deprived are presented. In New York State, a comprehensive general-purpose allotment of financial aid is provided for city schools. Also in New York, programs are being conducted that offer preemployment instruction for potential dropouts, that offer demonstration projects to improve education for culturally disadvantaged pupils, and that help maladjusted children through identification and prevention procedures. In West Virginia, there is a program that provides education for unemployed dropouts during the summer months; the program is mandatory. In Michigan, programs are being conducted that use publications to assist in identifying and helping potential dropouts, that use textbooks which portray minority groups in their proper historical perspective, and that prepare pupils for work. In Chicago, programs are being conducted that offer dropouts on-the-job training in a department store, that increase the effectiveness of culturally deprived through education programs, that utilize experimental voluntary summer schools to emphasize individual needs, and that emphasize vocational education. In Delaware, there is a program that stresses a human relations approach to meet the needs of changing neighborhoods. In Baltimore, Maryland, a program is being conducted that uses school-study centers to provide quiet space for study. In San Francisco, a program is being conducted to motivate youths to develop vocational interests while doing paid work. In Philadelphia, there is a program geared to help unwed mothers. In Texas, programs are being conducted that upgrade jobs for dropouts between the ages of 16 to 20 and that meet the needs of potential dropouts.

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PROGRAMS DESIGNED TO IMPROVE EDUCATIONAL SERVICES TO CULTURALLY DEPRIVED

State financial aid--new hope for city schools

For many years State-aid formulas all over the Nation have contained corrections for the sparsity of population, to help rural school districts meet their greater-than-average expenses per pupil; but until now none has contained a correction for density. New York is the first State to work out a formula that takes into account the greater-than-average expenses per pupil in the cities.

In effect, the new law repeals numerous allotments of State aid and substitutes a comprehensive general-purpose allotment, which will be limited chiefly by the program desired in the local district. It substitutes a "shared cost" principle for the "foundation" principle. The State will determine its contribution to each district on the basis of the district's wealth per pupil in proportion to the average wealth per pupil in the State as a whole. On this basis some districts will receive no State aid, some will receive enough to meet 90 percent of their costs, but the average will receive 49 percent.

Adjustment for density, however, is not the only advantage in prospect for New York's cities. The formula provides aid also for school construction and for pupil transportation. Next year, for the first time, aid for school construction (for both capital outlay and debt service) will be extended to all districts; the State's contribution will be determined on the same basis as its contribution to the operating funds. Also for the first time all districts will be reimbursed for 90 percent of the transportation costs for pupils who live a mile and a half or more away from school.

(School Life, May 1962, p.11.)

New York State's school to employment program (STEP)

This is a pilot project established in seven New York cities and sponsored by the Department of Education and the Division of Youth of the State of New York.

Underway in early 1962, the program provides two periods of pre-employment instruction and 3-4 hours of work within the school or for public agencies. In each school, these special programs are offered to 15-20 potential dropouts.

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Set up to duplicate bona-fide employment as closely as possible, the jobs--such as filing, stock-room work, collating, mimeographing--pay 70 cents an hour, require work permits and Social Security cards. A teacher or counselor supervises. The State and the local school district match costs 50-50.

STEP is currently being expanded in New York State and it has already been used as a model by other States.

(Newsletter, NEA Dropout Project, November 1962, p.4.)

West Virginia's mandatory summer program for unemployed dropouts

The West Virginia State Legislature appropriated $75,000 to establish a pilot program in special vocational education for unemployed school dropouts. A special summer program was conducted for this purpose in Mercer County. Participation in the program was compulsory for all 16 and 17 years old unemployed male dropouts living in the county. However, the large majority of the boys were very eager to receive the training provided. Instruction was provided in such areas as radio and television repair, welding, building trades, and plumbing. At the same time, instruction stressed mathematics and urged the boys to return to school and earn their high school diplomas.

Michigan's holding power campaign

Spearheaded in 1959 by the State superintendent of public instruction, Michigan mobilized business, labor, educators and housewives to help provide both improved academic offerings and employment training for high school youth.

The State's emphasis, however, was first to explain and identify dropouts through a publications program. For example, the Department of Public Education publishes a "Quickie-Kit on School Holding Power" which lists suggestions on how to identify potential dropouts and reports on steps frequently used to combat early school-leaving. Requests for thousands of copies of the kit have come from school boards, citizen groups, and state agencies from across the nation as well as in Michigan.

In addition, Five regional centers were set up by the committee in various parts of the state utilizing college and university teachers-in-training (and others) to serve 522 high school districts and their local communities as consultants.

Finally, the Michigan Committee on School Holding Power developed a series of guide publications to assist schools in identifying the dropout, in dealing with ways of improving counseling and instruction, in suggesting methods of following the dropout after he leaves school.

New York State's project able

The first state-wide program of its kind, an extension of New York City's Higher Horizons, has been developed by New York State as Project Able. Sixteen school districts, in cooperation with the State Education Department, have developed demonstration projects designed to improve education for culturally disadvantaged pupils. Set up in 1961 with a $200,000 State legislative appropriation, Project Able permits each participating city, village, suburban or rural area (all are included) to design its own program for elementary, junior high or secondary levels. State funds are provided for these demonstrations on a 50-50 matching basis.

Project Able programs vary but may include cultural enrichment with trips to parks and museums, parent involvement, stepped-up guidance, school psychologists, social worker, and health services, remedial reading and emphasis on learning skills, smaller classes, team teaching, special study arrangements and facilities, and trips to factories and college campuses.

Four other states, Maine, Rhode Island, Pennsylvania and California are currently considering or planning similar state-wide projects.

(Newsletter, NEA Dropout Project, February 1963, p.4.)

Migrant education in Oregon

The Oregon Migrant Education Program consists of a regular school year and special summer school programs. The program during the regular school year is designed to improve the educational opportunities offered migrant children by reimbursing school districts for hiring extra teachers and purchasing additional books, materials, and supplies that are needed to carry out an adequate program. The summer school programs are designed to supplement the program of the regular school year and to provide a special remedial program in the basic skill subjects of language arts and health.

(The Education of Migrant Children in Oregon, Salem, Oregon, State Department of Education, 1962, p.1.)

Summer school pilot program for migrants

The 1962 pilot program for the education of migrant children was sponsored cooperatively by the Office of the State Superintendent of Public Instruction and the Grandview Public Schools of Yakima County, Washington, to provide basic educational opportunities for the children of migrant agricultural workers. All migrant children of school age were eligible to attend the summer school. This includes those children formerly of migrant status but currently permanent residents of the Grandview Public School District who, because of their educational deficiencies, could benefit from basic educational opportunities adapted to their individual needs and capabilities. Creating an awareness of the program among the parents of migrant children and among the potential students, along with stimulating an interest and desire to attend, were seen as activities of major importance to ensure the success of the program.

(Migrant Children, Olympia: Superintendent of Public Instruction, 1962, p.4.)

On-the-job training at Carson Pirie-Scott

Another experimental approach to the problem of unemployed school dropouts has developed with the cooperation of Carson Pirie Scott and Company, a large Chicago department store. Begun in mid-1961, the project attempts to bring students who have left school back into the academic setting on at least a part-time basis as they work and receive on-the-job training at Carson Pirie Scott.

Sixty dropouts (thirty-five boys and twenty-five girls) were suggested for the program by the counselors in the schools they had attended. All of the youth are over sixteen. After three weeks of pre-employment classes--orientation and work in communication skills that would be needed at the department store--the teen-agers began working three days a week at such tasks as sales clerk, stock-room worker, and clerical assistant. Carson Pirie Scott pays them one dollar an hour for their work.

During the two days they are not employed, youth in the project attend special classes which are directed at improving their salable skills. Reading, mathematics, speech, courtesy, and citizenship are stressed, and opportunities for visits to newspaper offices, museums, and other institutions are offered in the hope of expanding students' horizons.

(NEA Journal, January 1962, p.11.)

Educating teachers of the culturally deprived

Oriented toward the preparation of pre-service and in-service educational personnel for leadership responsibilities in socially disadvantaged areas, Yeshiva University's Project Beacon is currently sponsoring or planning training programs in the following specialty fields: elementary education (pre-service and in-service certification and M.S. programs), administration, supervision, guidance, special education, and school psychology (certification, M.S., and Ed.D. programs), therapeutic education, and educational psychology (Professional diploma and Ph.D. programs.)

A number of the above-mentioned programs are already in operation. Others will begin in the Spring Semester 1963. By Fall 1963 all of them will be full-fledged operation. Project Beacon students may qualify for paid internships, University fellowships, research assistantships, and other forms of financial aid while they pursue their studies, field work, and research.

(Newsletter, Graduate School of Education of Yeshiva University, January 1963, p.1.)

In Buffalo, New York, the Board of Education joined with 2 local teacher training institutions--the State University College and the State University of New York--in sponsoring a joint conference on urban education and its implications for teacher education. The conference was designed to help plan programs to provide students with a better understanding of the characteristics and needs of schools in large cities. Buffalo superintendent Joseph Manch observed that the conference grew out of the conviction that "teachers' colleges in general have not adequately geared their programs to meet the needs of teachers coming into large urban school systems."

(Your Schools at Work, September-October 1962, p.3.) (Buffalo Public Schools)

In recognition of its responsibility to explore ways of better preparing teachers for service in the sections of urban communities which have come to be called "difficult," Hunter College in New York City is engaged in a pilot project, aimed at developing teachers specifically for service in selected junior high schools in areas of poverty and high delinquency in New York City.

A basic problem underlying the continuance and further development of the project beyond its pilot stage is its cost. At present, the cost to the college per student teacher is about three times the usual student cost, yet the extraordinary need for projects of this kind is raising the educational level of young people in depressed areas makes these and much greater outlays not only justified but necessary.

(Herbert Schueler, "Teachers and Resources in Urban Education" Here at Hunter, February 1962)

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Experimental summer school program in Chicago

Of the many projects going on in the Chicago schools, none is tied more directly to this desire for emphasis on the individual than the experimental summer-school program in grades one to six. Begun in 1960 with twenty-four classes in three schools located in densely populated areas where growth had been rapid, the program attempts to set up an ideal elementary-school situation. Pupil participation in the program is voluntary. Class size is held to twenty-five; outstanding teachers are selected, and they take part in fifty minutes of in-service education daily during the sessions.

Last summer the program was expanded to include five schools. The children came from twenty-seven regular elementary schools. Four sections of twenty-five pupils were set up for each grade: one section reading at grade level, one reading above the level, and two below. About forty percent of the school day was devoted to the teaching of a sequential program in language arts, about twenty percent of the time was given to arithmetic, and the rest to a unit which cut across subject lines and involved the children in studies of broad topics.

Further features of the summer schools were parent-teacher conferences--at least one and sometimes two with each child's parents--and the use of specialist teachers: adjustment teachers, psychologists, librarians, teacher-nurses, and subject-area consultants. In addition, an abundance of audio-virual and other instructional materials was made available.

(NEA Journal, January 1962, p.8.)

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Wilmington, Delaware--human relation effort

The school system has recently completed a three-year study, "An Adventure in Human Relations." Jointly sponsored by the Boards of Education and the Delaware Region of the National Conference of Christians and Jews, the study was made to develop for the entire city an action program to meet the needs of changing neighborhoods in Wilmington. It involved the elementary school system in an effort to design the necessary educational programs that will assist in raising achievements and aspirations of children who are culturally deprived, and enlisted the assistance and support of community agencies and organizations in an over-all community action program. The study has received national attention and recognition as a means of meeting the increasingly complex problems of urban centers through a combined school-community approach.

(Staff Reporter, Wilmington Public Schools, April 1963)

Urban renewal and education

More and more city administrators are recognizing the close relationship which exists between renewal and education in urban areas. Attempts are being made to administratively exploit this relationship for the good of each, and ultimately, of course, for the city and its citizens. Philadelphia, for example, has established a key staff position, located in the City Planning Commission, which will be concerned with the development and coordination of long-range plans of both the school system and the planning commission. This cooperative work is regarded as a new and basic departure in city planning in the city of Philadelphia.

(Letter from Graham Finney)

Textbook standards

The use of textbooks and teaching materials which portray minority groups in their proper historical perspective was assured by action of the Detroit Board of Education at its meeting of December 18, 1962. Detroit Public Schools, ruled the Board, "are committed to contribute in maximum degree to understanding and goodwill among different racial, religious, and nationality groups."

Superintendent S. M. Brownell said the policy, which he had recommended and which the Board unanimously adopted, culminated several weeks study of a currently controversial history textbook. The school faculty committee he had appointed to make this study had reported there was "genuine basis for the criticism and like most history textbooks, it did not deal adequately and fairly with the Negro in American history."

He said that textbook criticism has been made within recent months, both in Detroit and in other major cities, which indicated imbalance and unsatisfactory portrayal of all groups in American life: "Progress has been noted in recent years, but the progress is small and much yet remains to be done," stated Dr. Brownell. He said this inadequacy prevents all children from acquiring a complete understanding of America's growth and development.

(Detroit Schools, Official Publication of the Detroit Schools, January 2, 1963, p.57.)

New textbook standards (continued)

The unavailability of textbooks which present certain subjects in accordance with Detroit Public Schools educational philosophy has not been a deterrent to this city school system. In September of 1962 a set of pre-primers portraying an urban integrated community story was introduced for the first time to Detroit Schools. This was written by a committee of Detroit educators and will be available for general use after February 1, 1963.

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School-study center

The first school-study center in Baltimore, a project sponsored cooperatively by the Baltimore Youth Commission and the Baltimore City Public Schools, opened March 4 at Booker T. Washington Junior High.

Patterned after a project that has been successful in Cleveland, Ohio, the study center will make available to school children of the community the use of the school library, Mondays through Thursdays, from 7 to 9 p.m.

In many city areas, children have no quiet study space in their homes, and no reference materials at hand. Often, these pupils have progressed beyond the point at which their parents stopped school so that the parents cannot help them.

One paid teacher and volunteer adult leaders will service the school-study center. The Rotary Club of Baltimore is underwriting expenses for the current semester.

(Staff Newsletter, Baltimore Public Schools, March 11, 1963, p.1.)

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The world of work

The Detroit Board of Education has approved a Project on Preparing Pupils for the World of Work. The World of Work Project was started after considerable study of the socioeconomic climate of Detroit. This study revealed, for example, that within the next ten years the number of young people in Detroit aged eighteen through twenty-one will almost double. Ten thousand youth in this age bracket will enter the job market in Detroit each year, and by 1966-68, the increase will be 20,000 annually. Among the goals of the project are these:

To provide advisory committee which include representatives of labor, management, and business for each World of Work program in the school system.

The world of work (continued)

To include school-supervised work experience and/or cooperative programs as an integral part of preparing students for transition to full-time employment.

To assign placement specialists to each school district to assist high-school graduates and dropouts in finding suitable jobs.

To identify as early as possible potential school dropouts.

To establish special research studies to provide guidelines for establishing, operating, and appraising World of Work skill programs.

To provide specially trained World of Work coordinators with a case load of no more than twenty-five students each.

To cooperate with city, state, and federal agencies in the establishment of an urban youth corps which would assist unemployed out-of-school youth in obtaining employable skills while performing useful service to the community.

To reduce the work loads of school counselors so they can expand their services to better assist youth and their parents in ensuring sound education and occupational choices for students, beginning in the elementary grades.

(NEA Journal, March 1962, p.36.)

Work-study youth training program

A Work-Study Youth Training Program, sponsored jointly by the San Francisco Unified School District and the San Francisco Housing Authority will soon be in operation in San Francisco.

This anti-drop-out program has been designed as a cooperative work-experience education program to motivate youth to develop vocational interests while doing work for pay in various departments of the San Francisco Housing Authority.

This plan is designed to help the would-be drop-out to recognize the need for further schooling in order to be prepared for permanent employment and to assist the student who wants to continue his education but might be unable to do so for economic reasons. The ultimate objectives of the program is that work habits, dignity, and self-respectwill be developed while participating in the Work-Study Youth Training Program.

(San Francisco Public Schools Bulletin, November 12, 1962, p.3.)

Early identification and prevention programs

Numerous publications and research studies point out that we must continue to underscore the school's role in detecting signs that a child may become a delinquent or a person who is mentally or emotionally maladjusted in some other way. Experience has also taught that the sooner these signs are identified, the better the likelihood for dealing with them constructively. It is also likely that the attitudes a child develops when he is very young will affect his desire to leave or stay in school when he becomes a teen-ager.

New York City's Early Identification and Prevention extends from kindergarten through third grade, with follow-up services provided for children who need them beyond this point. The program, begun in 1959, is a direct outgrowth of the conviction that problem children can and must be helped in their early grades if incidence of later school maladjustment is to be reduced.

The program is carried out through special teams, each composed of guidance counselor, social worker, and psychologist. Their in-service training is the responsibility of the supervisors in the Bureau of Educational and Vocational Guidance and the Bureau of Child Guidance. Each team functions in cooperation with teachers, supervisors, special school personnel, parents, and community agencies.

Although the board of education is the only organization involved in the program, children are referred to outside agencies whenever necessary, and there is widespread community interest in the work. Cooperating groups include civic organizations as well as health, mental health, recreation, and family service agencies.

(NEA Journal, May 1962, pp. 51-53.)

Vocational education

Vocational education is another aspect of secondary education given emphasis in Chicago. Eight vocational schools provide education for our students who want to learn automobile mechanics, practical nursing, carpentry, and other salable skills. The program at one of these schools, Dunbar Vocational High School, an impressive building with superb facilities, was described by James B. Conant as approaching the ideal in vocational education.

More unusual than the daytime program at Dunbar, however, are the activities after the regular school day ends and before the evening program begins. At that time, as one part of Chicago's involvement in the Great Cities School Improvement Program, city youth who have dropped out of or are far behind their regular school classes are voluntarily enrolling and studying in courses with titles such as "Low-Order Skill Training in Small Appliance Repair," "Pre-Employment Training," and "Language Arts Laboratory."

Vocational education (continued)

During a typical afternoon at Dunbar, boys and girls ranging from over-age upper-elementary pupils to school dropouts in their twenties are trying to gain some kind of skill which will make them employable. They learn the techniques of repairing electric toasters and irons, of repairing autos, of making alterations on clothing, or of shampooing and setting women's hair. Other courses include pre-Armed Services training, Civil-service preparation, and typing.

Youth who want to obtain a job through the project are required to take a series of eight pre-employment lessons, designed to teach them the basic principles of getting and holding a job. These classes, like others in the work-experience program, are kept small, usually less than fifteen students.

(NEA Journal, January 1962, p. 10.)

Special program for unwed mothers

In Philadelphia, in 1959, as a result of the joint efforts of the Seybert Institute and the Division of Pupil Personnel and Counseling of the school system and other agencies, the Berean Institute established a special program for unwed mothers. At last report, the program enrolled some 17 young mothers, between the ages of 15 and 17, who felt they could not readjust to the school environment, and their babies, aged one to 12 months. The girls arrived with their babies in the morning and received special instruction from trained nurses and under the regular supervision of a physician, in the arts of motherhood and baby care. During the afternoon, while their babies are being watched by the nurses, the girls attend classes in Beauty Culture, English, and Stenography. Of course, these 17 girls represent only a drop in a very large bucket, but all the reports on this program have been absolutely glowing and positive. Philadelphia hopes to expand it in the near future, and it is certainly worthy of imitation elsewhere, even on a small scale.

(Daniel Schreiber, "School Dropouts, the Feminine Specie," Journal of the National Association of Women Deans and Counselors, p. 17.)

Detroit's Job-upgrading [illegible]

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For over a decade a Job Upgrading Program has been underway, combining training and work for dropouts between the ages of 16 and 20.

The youths enroll voluntarily for informal morning classes with special teachers. Then they are placed in community-subsidized afternoon jobs which provide valuable vocational experience. Eventually they are helped to find satisfactory employment and are followed up six months after completing training.

In addition to instruction in specific work skills, students study techniques of finding and holding a job. For example, pointers are given on filling out job application forms and in selecting references. Personality traits that help in holding jobs, such as developing ability to get along with co-workers, and the importance of reliability and responsibility are stressed.

(Newsletter, NEA: Dropout Project, November 1962, p. 4.)

Houston's talent preservation project

Houston, Texas has a new program called the Talent Preservation Project. It operated last year in 17 junior high schools and was designed specifically to meet the needs of potential dropouts. Participating students were all at least 14 years of age; they all had recorded IQ scores within the range of 76 and 89; they were all retarded at least two years in academic achievement; most of them suffered from some form or another of social maladjustment.

In the language, reading and arithmetic classes, every effort was made to adjust the pace of instuction to the learning speed of the individual student. At every stage, an attempt was made to emphasize to the student the practical relevance and value of what he was learning. Representatives from the Houston area visted the schools to discuss with the students the absolute importance of completing their high school education. They were exposed to the U.S. Army's "Stay-in-School" campaign and teachers made a point of encouraging them to participate actively in extra-curricular activities.

In addition to all this, a highly developed "cultural enrichment" program was introduced. In conjunction with their courses in reading and language arts, students were taken on tours of local universities, banks, factories, musems, parks and government facilities. Guidance counselors devoted spacial attention to the project and the teachers involved were scheduled for an extra conference period.

This year the Houston project is being expanded to include 30 elementary schools. Special attention is being given to identifying potential school dropouts from a long range perspective from kindergarten through grade 3. The class size for students already identified as potential dropouts has been reduced to 16 to 20.

(Ibid. p.3.)